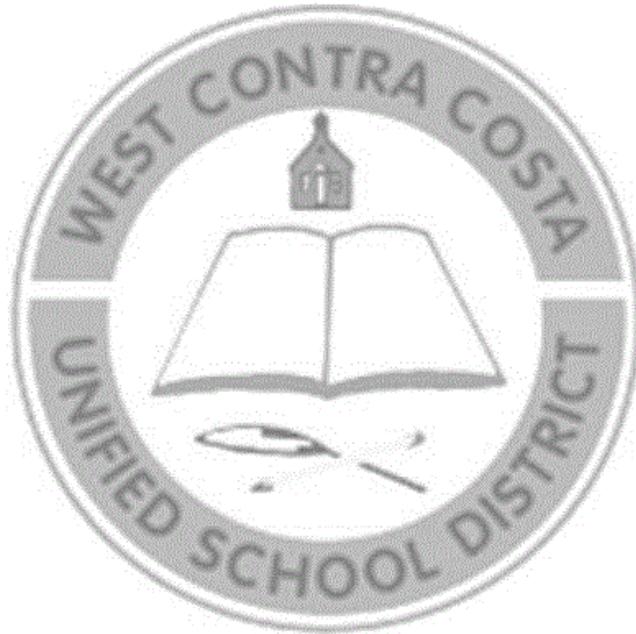


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

MONTALVIN MANOR K-8



Board Approval Date:	<u>December 5, 2018</u>
Contact Person:	<u>Katherine Acosta-Verprauskus</u>
Principal:	<u>Katherine Acosta-Verprauskus</u>
Address:	<u>300 Christine Drive</u>
City:	<u>San Pablo, CA 94806</u>
Telephone Number:	<u>231-1405</u>
E-mail address:	<u>kacosta-verprauskus@wccusd.net</u>



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

**ELIZABETH BLOCK
MADELINE KRONENBERG
TOM PANAS**

**SUPERINTENDENT
MATTHEW DUFFY**

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster Stakeholder Involvement Executive Summary Theory of Action Data Analysis
-----------------	---

REQUIRED ACTION PLAN FOR STUDENT ACHIEVEMENT	ELA Math ELD African American Student Achievement Special Education and Inclusive Environment Social/Emotional Support for Students Parent Involvement
---	--

OPTIONAL ACTION PLAN FOR STUDENT ACHIEVEMENT	Attendance Science History/Social Studies ILT Goals Other 1 Other 2
---	--

SUMMARY	Overall Budget Summary Agreements Title I Centralized Services
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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Instructional Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 04/26/2018
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Katherine Acosta-Verprausk
Typed name of school principal

Signature of school principal

9/28/2018
Date

Ofelia Vega
Typed name of SSC Chair

Signature of SSC Chair

9/28/18
Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
Parent #1	Rosangela Aispuro		2021	
Parent #2	Maribel Hernandez		2021	
Parent #3	Noemi Lopez		2021	
Parent #4	Elizabeth Placencia		2021	
Parent #5	Ofelia Vega		2021	
School/Other Members				
Teacher #1	Erica Hix		2021	Chair
Teacher #2	Gary Collins		2021	
Teacher #3	Ronald Serranzana		2021	
Other	Nelda Welten		2021	
Principal	Katherine Acosta- Verprauskus		NA	

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

		Choose one task management option for each step		
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
		Local assessment data analyzed by SSC		Local assessment data also analyzed by Instructional Leadership Team
Step 2	Gather input from	Process:	or	Process:
		Actively involved in the task		Instructional Leadership Team is also actively involved in this process.
Step 3	SPSA strategies development	Process:	or	Process:
		Actively involved in the task		Instructional Leadership Team is also actively involved in this process.
Step 4	Budget development	Process:	or	Process:
		Actively involved in the task		Instructional Leadership Team is also actively involved in this process.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		Actively involved in the task		Instructional Leadership Team is also actively involved in this process.

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS **Goal 1: Improve Student Achievement**
Goal 2: Improve Instructional Practice
Goal 3: Increase Parent and Community Engagement and Involvement
Goal 4: Improve Student Engagement and School Climate Outcomes
Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Montalvin Theory of Action

Montalvin Manor K-8 Theory of Action

Montalvin School Vision

Montalvin Manor strives to provide a stimulating learning environment through relevant curriculum that is engaging and meaningful to our scholars. This is enhanced through genuine use of technology, projects, and experiential learning. Our school comes alive with authentic student work displayed and presented, and with rigorous academic discussion. Scholars take ownership of their education by setting goals and presenting their progress through student led academic conferences. Through these learning projects and experiences, scholars build the knowledge, emotional intelligence, and joy of learning necessary to be successful in the college or career of their choice. There is a partnership between the school, families built on trust, and with a common goal of ensuring every scholar urgently meets our rigorous academic goals. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all.

Student Culture Vision

Montalvin scholars are curious, compassionate, and on a mission to meet their annual SMART goal. They have deep conviction in *their* SMART goal and understand the role it will play in their future. Scholars are the drivers of their own learning academically and socially. When they are faced with challenge, they use their *Toolbox*, resolve them with courage, and demonstrate grit. Students know and trust their teacher and peers because they feel safe, cared for, and valued. They are excited to come to school and don't want to miss a day because they feel the joy of learning and they are part of a community. Scholars are actively building the confidence and character to empower them to achieve enduring success at Montalvin and beyond.

THEORY OF ACTION	If we...	then we will see...	resulting in...	Aligned SMART Goals	Targeted Actions
Achieving Students	use data to drive our teaching and learning	high impact planning to strategically target each student's needs	all students urgently growing.	By June 2019 students will be at grade level or grow one year in reading and math and at least 50% of all students will on average score at grade level in reading and math.	<ul style="list-style-type: none"> - DDI Meetings - Student Growth Celebrations - Data Displays - TCRWP - AIM High - ZSharp Music
Engaged Communities	empower students to own their learning	students solving complex problems and embodying our core values	a safe inclusive culture where students are the drivers of their own learning.	By June 2019 65% of students and families will participate in a student led conference and our school will have a suspension rate of less than 1%.	<ul style="list-style-type: none"> - Toolbox & Core Values - Restorative Justice - No Place for Hate - Saturday School - Student Led Conferences - Parent Participation - Rebranding collaboration
Thriving Employees	create systems and structures for effective adult collaboration	empowered adults with a plan and supports to solve problems of practice	positive staff culture focused on improvement and solutions.	By June 2019 100% of teachers will implement narrative, opinion, and information TCRWP units of study in writing as evidenced by pre- and post- on demand assessments analyzed during data driven instruction meetings and PLC.	<ul style="list-style-type: none"> - Mills Teacher Scholars - Instructional Rounds - TCRWP - DDI Meetings - Extended Collaboration time

Data Analysis

	Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data			
Choose 3	STAR Early Literacy	Area of strength	
	STAR Reading	Area of strength	STAR Reading in the 2017-2018 school year was .4 months as of the winter screening putting us on track to meet our 1 year growth in reading as a collective. Furthermore, we have almost reached our grade level percentage goal for mastery. As of the winter screening on average 37% of students scored at grade level - our goal is 40% proficient.
	Benchmarks:	Area of strength	
	Benchmarks:	Area of strength	
	SBA:	Area of concern	In the 2017 SBAC assessment our school had about 45% percent of students score meeting or exceeding on the literacy section. This is much higher than similar schools to Montalvin.
	LTEL Data:	Area of strength	
	ELPAC	Area of strength	
	Other:	Area of strength	STAR Math in the 2017-2018 school year was .4 months as of the winter screening putting us on track to meet our 1 year growth in math as a collective. Furthermore, we have almost reached our grade level percentage goal for mastery. As of the winter screening on average 53% of students scored at grade level - our
	Other:	Area of strength	
Student Support Data			
Choose 2	Attendance	Area of strength	Currently our attendance rate is 94.03% and this is an increase from the attendance rat at the same time last year, 93.43%. We expect to meet our district goal of 95% by the month 11th.
	Suspension	Area of strength	Montalvin's suspension data is less than 1% as a result of the use of restorative practices and Saturday School as an intervention.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	STAR Reading in the 2017-2018 school year was .4 months as of the winter screening putting us on track to meet our 1 year growth in reading as a collective. Furthermore, we have almost reached our grade level percentage goal for mastery. As of the winter screening on average 37% of students scored at grade level - our goal is 40% proficient. Furthermore, on the 2017 SBAC our students scored about 45% meeting and exceeding.	By June 2019 students K-6th grade will on average grow at least 1 year in reading as measured by the end of year STAR reading assessment and at least 50% of students will score at grade level.	All Montalvin Students with a focus on students not on track to meeting their projected one year growth goal.	Ren Learn STAR Test	1 and 2	Increase SBAC ELA proficiency (4A,2A,28) Increase % of employees who stay with us for at least 5 years
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Vice principal (.5 FTE) to support instruction, culture, and overall effective management of the school.			By August		35105
2	Internal and external professional development for teacher with a focus on reading and writing using the Lucy Calkins Teacher's College Reading and Writing Program.			Beginning in August and ongoing		2000
3	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.			By September and ongoing monthly professional development	1000	9100
4	Content specific release planning for data analysis and teacher collaboration about every 8 weeks for every teacher at Montalvin and time carded teacher hours for PD and collaboration.			By September and ongoing	1000	2425
5	Materials and supplies to support technology instruction in literacy and the integration of these subjects, including software to enhance learning. For example, education websites like Starfall.			By October	1000	
6	Purchase materials including, but not limited to, incentives, supplemental readings, and necessary supplies including on-line licenses. For example, awards and certificates for AR program.			By August		2000
7	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.			Fall and Winter	1000	3480
TOTAL					4000	54110

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	STAR Math in the 2017-2018 school year was .4 months as of the winter screening putting us on track to meet our 1 year growth in math as a collective. Furthermore, already surpassed our grade level percentage goal for mastery. As of the winter screening on average 53% of students scored at grade level - our goal is 40% proficient.	By June 2019 students K-6th grade will on average grow at least 1 year in math as measured by the end of year STAR assessment and at least 50% of the class will score in the at grade level range.	All Montalvin Students with a focus on students not on track to meeting their projected one year growth goal.	Ren Learn STAR math	1 and 2	Increase SBAC Math proficiency (4A,2A,28) Increase % of employees who stay with us for at least 5 years
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Vice principal (.5 FTE) to support instruction, culture, and overall effective management of the school.			By August	1000	35015
2	Purchase of rigorous Common Core State Standards supplemental math curriculum - Eureka Math, including student workbooks, on-line licenses, and teacher resources.			By August		4000
3	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.			By September and ongoing monthly professional development	1000	8000
4	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.			Fall and Winter	1000	1500
5	Participation of 4 Montalvin teachers in the Phil Daro lesson study Professional Learning Community.			By October and ongoing		2400
6	Content specific release planning for data analysis and teacher collaboration about every 8 weeks for every teacher at Montalvin and time carded teacher hours for PD and collaboration.			September and ongoing	1000	1500
7	Providing students with math and science materials and supplies, including on-line licenses to support the integration of math and science instruction for student engagement in all classrooms, particularly in the upper grade. For example, ST math and STAR Math.			By October	1469	4000
TOTAL					5469	56415

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	in the 17-18 school year about 40 students were reclassified as a result of a emphasis of writing in ELD instruction. Most of our ELD students are in the intermediate level and upon further reflection, the data in the area of writing is holding students back from progressing/reclassifying. Due to the high percentage of EL students at levels 3-5 on CELDT Montalvin will focus on Writing during English Language Development time.	By June 2019 75% of EL students will grow on average 1 year in writing as measured by the Narrative, Opinion, and informational writing pre and post test.	EL students	School TCRWP pre and post assessment	1	English Learner (EL) reclassification rate will increase (4E) % of students scoring Early Advanced/ Advanced on the California English Language Development Test (CELDT) will increase (4D)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	.5 FTE with an expertise in literacy and English Language Learners to support the literacy instruction of our long term ELs in 6th and 7th grade.			By August	47721	
2	Principal participates in professional learning community to collaborate with other district principals on how to support teachers with delivering high quality writing.			By September	500	
3	Internal and external professional development for teacher with a focus on reading and writing using the Lucy Calkins Teacher's College Reading and Writing Program.			By August and ongoing	1000	
4	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.			By September	1000	800
5	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.			Fall and Winter	1000	
6	Study trips to support and enhance our students in experiential learning for our students.			By March		7500
7	ZSharp music program to support instruction and engagement of students through the use of culturally responsive music strategies for students of color.			By September		2500
TOTAL					51221	10800

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	Currently our African American Students are performing at 48% meeting and exceeding on the ELA SBAC and 16% meeting and exceeding in the area of mathematics.	By June 2018 African American students will grow at least 1 year in math as measured by STAR math with at least 30% scoring at grade level.	African American Students 3-6th grade	STAR Math	1	Increase SBAC Math proficiency (4A,2A,28)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Read aloud program to support literacy intervention with our K-2 students with a focus on our African American boys to support with reading engagement.			By September	3500	
2	Purchase of rigorous Common Core State Standards supplemental math curriculum - Eureka Math, including student workbooks, on-line licenses, and teacher resources.			By August	1000	
3	African American students will have access to ST Math mathematics learning software at school and at home to support visual and conceptual math learning. (See Mathematics)			By September		
4	2 BACR counselors for students with a focus on African American students to support restorative justice and to ensure maximize student learning time (see climate section for costs)			By September		4500
5	On going meetings with AASAT and completion of the Family Friendly walk through twice a year to support engagement and programing for African American students.			Fall and Spring		
6	ZSharp music program to support instruction and engagement of students through the use of culturally responsive music strategies for students of color.			By September		2600
7	Study trips to support and enhance our students in experiential learning for our students.					7500
TOTAL					4500	14600

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	5th grade Fitness Gram assessment showed us that most of our students are not physically active when compared to kids their age nationally. Furthermore, data around parent interest was gathered through parent meetings. Parents shared that health and social emotional support was a large concern of theirs. Finally, parents have reported a high need for further common core standards training through Coffee Tuesday parent meetings.	By June 2019, Montalvin will host 5 impactful parent partnerships events/series, including one parent orientation, offer Parent University to non-graduated parents, one session of cooking matters, one family night on the CCSS which is facilitated by the I.L.T.	Montalvin Families	Attendance at parent events	3	Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (38, 3C)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Babysitting hours to support parent engagement during school sponsored events on campus.			By September and ongoing		
2	Providing parent opportunities for learning about healthy eating and exercise to support development of the whole child. This will be achieved through 2 sessions of Cooking Matters classes and mental health related sessions.			By October		
3	Providing parents an English as a Second Language (ESL) class twice a week with child care to support language acquisition with families.			By September and ongoing		
4	Monthly parent meetings, coffee Tuesdays to promote collaboration and professional development. Cost will cover catering for this event (coffee, pastries and such) provided by WCCUSD food services. This will include the 6th grade parent breakfast celebration and the family whole school celebration BBQ catered by WCCUSD food services.			By September and ongoing		1000
5	Host 2 Parent University sessions for families, one spring and one in the fall.			Fall and Spring		500
6	Student led conferences to encourage student self-efficacy and parental involvement.			Three times a year		
7	family orientation and family handbook to support high expectations and executive functioning skills.			By August		620
TOTAL					0	2120

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	150045	0
Title I	67710	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	150045
Title I	67710

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.